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ABSTRACT

This fourth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers assistance in developing the attitudes and competencies necessary to carrying out their professional responsibilities in serving the school and community (beyond the specific responsibilities of conducting his/her own instructional program). The terminal objective for the module is to serve the school and community while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case study to critique and a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153079

MODULE

I-4

Serve the School and Community

MODULE I-4 OF CATEGORY I—PROFESSIONAL ROLE AND DEVELOPMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The professional vocational teacher provides services to the school and community which go beyond the specific responsibilities of conducting his/her own instructional program. Vocational teachers accept responsibilities for service to their school and community because they realize that providing a sound educational program requires a team effort and sharing of responsibilities on the part of all teachers.

Some of these duties will be handled on a voluntary basis, while others are assigned on a rotational basis. In addition, the size of the school system and the number of teachers in the system often influence the number of extracurricular and noninstructional duties for which each teacher is responsible.

Aside from noninstructional school responsibilities, it is not unusual for a vocational teacher to be asked to contribute his/her professional expertise in an advisory or other capacity to various community activities. Such contributions benefit not only the community, but the teacher, the school, and the students.

This module is designed to assist you in developing the attitudes and competencies necessary to carrying out your professional responsibilities in serving the school and community.

ABOUT THIS MODULE

Objectives

[redacted]

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the ways in which a vocational teacher can effectively serve the school and community (*Learning Experience I*).
2. Given a case study describing how a hypothetical teacher handled his noninstructional responsibilities to the school and community, critique the performance of that teacher (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A vocational teacher experienced in serving the school and community with whom you can discuss methods and techniques of providing service.

A group of two or more peers in your vocational service area with whom you can brainstorm for ideas as to how you could use your expertise to serve the community.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can serve the school and community.

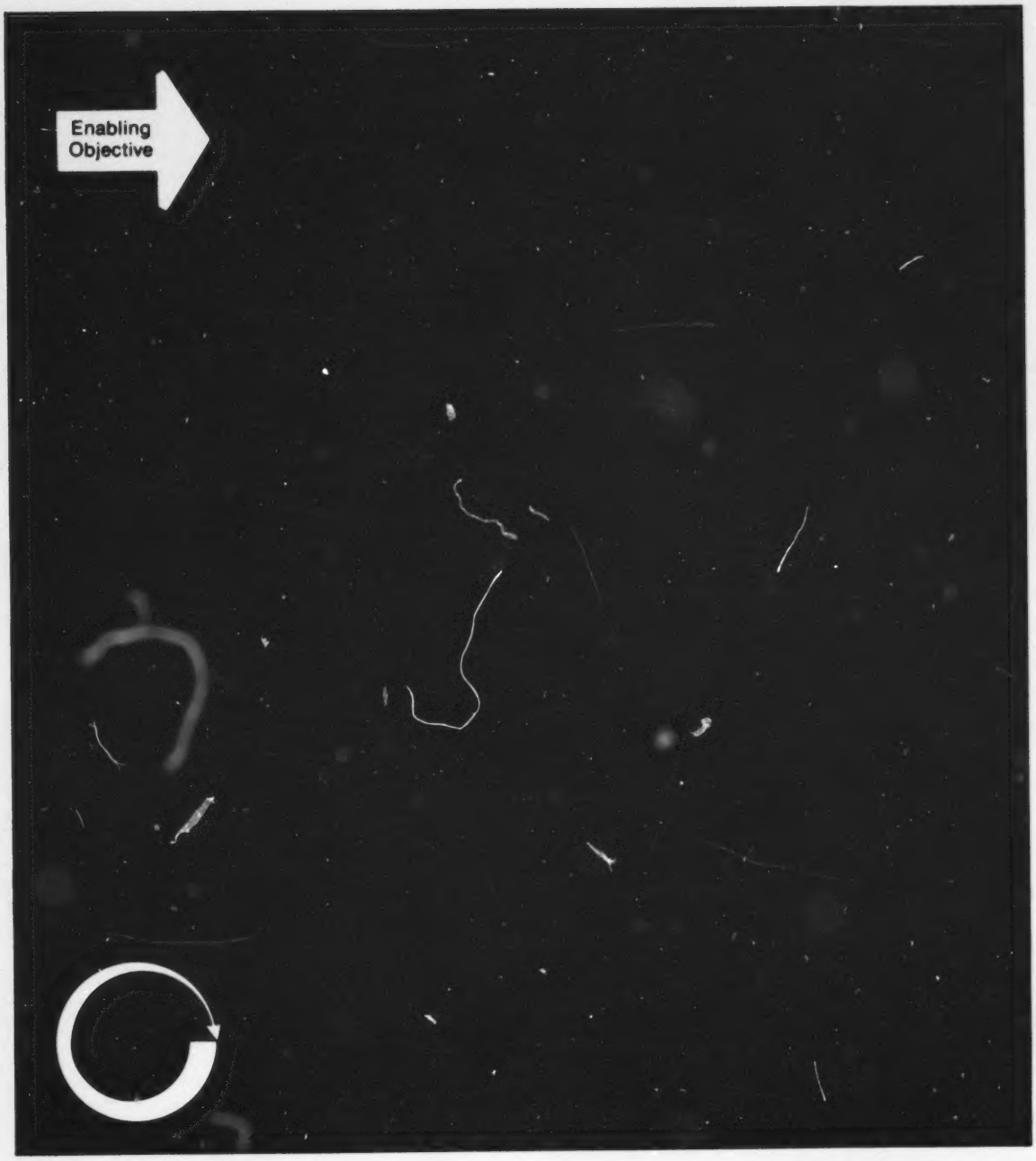
A resource person to assess your competency in serving the school and community.

This module covers performance element numbers 310–312, 321, 322 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



Activity

For information concerning the ways in which you can effectively serve your school and community, and describing your responsibilities in this area, read the following information sheet:

SERVING THE SCHOOL AND COMMUNITY

The day-to-day operation of a school involves far more than classroom instruction. For example, in order for secondary schools to run efficiently, students need to be accounted for at all times, and they may need supervision in the corridors, in the cafeteria, and in study halls. Students at all levels, secondary and post-secondary, can benefit from belonging to extracurricular clubs and participating in extracurricular activities. Clubs need advisors and these activities need chaperones.

Typically, the classroom teacher has been expected to assume these extra duties. In recent years, there has been a great deal of discussion about the subject. Many educators feel that, as specialists, they should be allowed to expend all their energies working directly in their area of specialization. They feel that many of the noninstructional duties such as taking attendance or supervising study hall could and should be handled by paraprofessionals.

To avoid misunderstandings, there is an increasing tendency to fully define teachers' duties in contracts. Such a contract would specify (1) which noninstructional duties teachers are expected to be responsible for, and (2) which duties paraprofessionals will be responsible for.

Although there is some justification for teachers to feel overburdened with noninstructional extras, there are equally good reasons for teachers to become involved in these other areas. When you come to know students in a variety of settings, you get a much more realistic picture of their wide range of needs and interests, and you can develop more open relationships with them.

From a practical point of view, few schools are able to hire paraprofessionals due to limited funds, nor are all paraprofessionals adequately trained for the duties they are expected to perform. Thus, even though using paraprofessionals is a good idea, at present you as a teacher will probably find yourself involved in handling some of these extra duties.

Two other areas of responsibility frequently assigned to teachers involve assisting fellow teachers and serving the community. You may be expected to serve as a "buddy" to a new teacher to help orient that new teacher to your school's mode of operation and help him/her become a part of the educational team. You may be asked to lend your expertise to a community project. Your school may expect all teachers to accept some responsibilities in these areas.

The point is to take these responsibilities seriously and do them well. If you accept a position which calls for you to carry your fair share of these extra duties, then it is your professional duty to do so. When a teacher fails to take attendance or to show up for cafeteria duty, or when he or she refuses to sponsor any clubs, the effects are probably far more harmful than is readily obvious. Legally, the school could face serious problems if, for example, a student is injured in an unsupervised cafeteria or a student is reported as being at school when he or she is, in fact, truant. Thus, you need to be careful to identify and then follow safety and security procedures in carrying out such assignments.

In addition, there can be a very harmful effect on staff morale and unity and student discipline if you do not take these assignments seriously. For example, if there are six teachers in the department, and three of those teachers fail to enforce class attendance rules, this could cause the three teachers who are following the rules to appear unnecessarily harsh. This does not make for good peer relations among teachers and can harm the relations between students and the teachers who abide by the rules. As a dedicated professional teacher, you need to make a conscious decision to

participate fully and conscientiously in all duties expected of you at your school.

The first step you must take is to determine, **before** you accept a position and sign a contract, exactly what sorts of duties you will be expected to perform as a teacher in that school or district. If you are unwilling to perform those duties, then as a professional you should not accept a teaching position in that district.

Once you have accepted a position in a particular school, you need to identify the specific procedures governing each of your duties, and to strive to follow those procedures as you meet your varying responsibilities as a teacher.

Duties and Procedures

Based on the way in which the teacher's role is structured in your district and whether the school is a secondary or post-secondary institution, you may or may not be involved in the following types of activities.

Homeroom duty.—The period called "homeroom" may vary in length and purpose. Frequently, it is a period of ten minutes or so at the beginning of the day during which students report to designated classrooms for the purposes of listening to announcements, having attendance taken, or other administrative functions. In some cases, the period is longer, and homeroom teachers are expected to use the period for guidance and counseling.

More often than not, each teacher will be assigned to a homeroom. It is a time for getting students organized in preparation for the day. If you are assigned to a homeroom, you need to identify the procedures you are expected to follow, and you need to **be there** to ensure that all tasks are accomplished accurately and that students are quiet enough to hear the announcements.

Cafeteria duty.—You may be assigned to cafeteria duty on a daily basis. Teachers may be assigned to this duty on a rotational basis. You may go to lunch with one of your classes and be expected to supervise those students only, or you may have no assigned duties in this area. But, if you have cafeteria duty, you need to be there and you need to enforce all school rules applying to the cafeteria. In addition, you need to know what actions you are expected to take should problems arise. For example, are students expected to return their trays? Are they expected to stay in their seats or may they wander about freely? Do they need to stay until the period is over or may they leave when they are done? What do you do if a student cuts in on the lunch line? . . . or throws food? . . . or fails to take his/her tray back? You need to clarify these concerns before you start.

Study hall.—As with cafeteria duty, you may or may not be assigned to supervise a study hall. Study halls may include several teachers and 250 students in an auditorium or a single teacher and 20 students in a regular classroom. They vary in length from 15 minutes to a full class period or more. Ideally, a study hall is time provided for students to work on homework assignments or prepare for upcoming classes. In reality, study halls are often an administrative device to give students an assigned place to go during those times when they have no scheduled classes.

It is, in fact, difficult to turn a 15-minute period in the auditorium with 250 students into a "study hall." For this reason, it is essential that you know administrative policies regarding student activities during study halls. Are students required to bring schoolwork to study hall, or may they read magazines? May they converse quietly, or are they expected to maintain absolute silence? May students leave study hall? . . . For what reasons? . . . Must they have a note authorizing this? If a student misbehaves, what are you expected to do?

Detention hall.—Detention hall is usually held after school. Students who have broken rules or failed to meet their obligations are required to remain after school as punishment. Having a single detention hall with one teacher (or administrator) supervising takes the burden of responsibility off of individual teachers. Normally, this duty is assigned on a rotational basis. Because the students assigned to detention hall usually have problems to begin with (or they wouldn't be in detention hall), you must be very sure of what rules govern your handling of this duty.

Bus duty.—This duty is also usually assigned on a rotational basis. Exact procedures may vary, but basically you are expected to make sure that students get **on** the buses, not **under** their wheels.

Advising clubs.—Because most vocational teachers are involved with student vocational or-

ganizations,[1] they have valuable expertise which they can use in serving as advisors for other nonvocational clubs and organizations. You may be asked to assist another teacher in organizing a club, or you may be required (or encouraged) to sponsor a club of your own.

You could consider helping an existing club in your areas of expertise (e.g., parliamentary procedure, public relations, contests, record keeping, etc.), or starting a new club in one of your areas of interest (horticulture, photography, geology, ham radios, gourmet cooking, etc.). This can be an excellent device for involving nonvocational students in vocationally-oriented activities and increasing their awareness of (and interest in) vocational education.

Chaperoning school functions.—Usually these functions are held after school and chaperones are recruited on a voluntary basis. Often, it is the responsibility of the students involved (e.g., the senior class officers) to get their own quota of chaperones (e.g., two parents, two teachers). If teachers share these responsibilities, then no one teacher is overburdened, students have opportunities to participate in worthwhile activities, and you have a chance to get to know your clients (the students) in a social setting.

Depending on the needs of your school, duties other than those mentioned may be assigned. For example, your district may require all teachers to attend and participate in monthly Parent-Teacher Association (PTA) meetings, or to participate in commencement exercises. No matter what duties you are assigned, however, what is critical is that you fulfill these responsibilities fully according to established procedures.

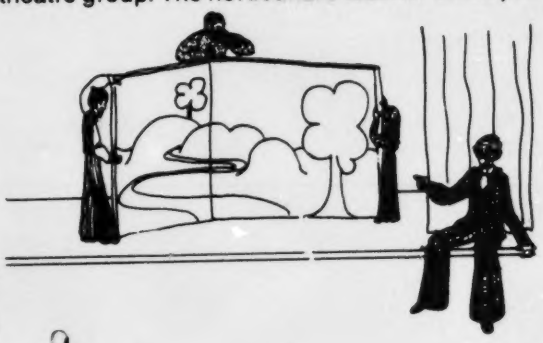
Another duty that all teachers in a school system should be willing to share, whether required to or not, is the orientation of teachers who are new to teaching or new to the school. New teachers are typically oriented by the administrators in preschool workshops, but this is not enough. No two-day workshop can begin to cover the kinds of unfamiliar situations the new teacher will encounter.

You have a responsibility to your profession and to your school to help novice teachers adjust to their new roles and become quality educators. This need not be a burdensome task. Simply giving a new teacher a tour of the building, explaining day-to-day procedures to him or her, including new teachers in your conversations in the teachers' lounge, or being available and willing to answer questions or offer advice is usually all that is needed.

Vocational teachers have an additional duty to the incoming nonvocational teacher who may know very little about vocational education and its contribution to the total educational program. As a vocational teacher, you can orient these new teachers to vocational education by explaining the program, describing its place in the school system and the community, and inviting them to visit your laboratory.

At various times, teachers may be asked to work on pertinent school activities as a part of a team or committee involving persons from both the school and the community. These activities may include a wide range of projects or duties such as planning for school evaluations, new facilities, or curriculum changes. As part of such a team, your responsibilities will probably include assisting the team to identify the problems to consider, offering possible solutions, and helping to prepare a team report. By serving on such teams, you can help the school by contributing your own special expertise and help yourself by ensuring that your instructional needs are considered.

Finally, vocational teachers may have special expertise that can be of value to the community. Within reasonable limits of time and energy, you should be willing to serve the community in which you work. The options for serving are unlimited. A business and office education teacher could offer to do the bookkeeping for a charitable organization. A trade and industrial education teacher could assist in building the sets for a local little theatre group. The horticulture teacher could pro-



1. To gain skill in establishing and supervising a student vocational organization, you may wish to refer to modules in Category H: Student Vocational Organization.

vide a landscape design for a community youth center. The home economics education teacher could make a presentation to a group of senior citizens on their special dietary and nutritional needs. A teacher in a particular service area may be asked to serve as a consultant on a community project involving his or her area of experience. Your willingness to provide such services can have a very positive effect on the quality of the overall school-community relations.[2]

In short, the vocational teacher, as a member of the education team, has many professional responsibilities apart from his or her instructional duties. The professional teacher will accept and carry out these responsibilities to the school and the community, realizing that such activities will improve school-community relations, contribute to professional development, and ultimately result in improved student learning and development.

2. To gain skill in a variety of techniques for promoting good school-community relations and serving the community, you may wish to refer to modules in Category G: School-Community Relations.

To get a more exact picture of how teachers provide service to the school and community, you may wish to arrange through your resource person to interview an experienced vocational teacher. You may structure the interview around certain key questions, e.g.,

- What extracurricular or noninstructional duties does he or she have?
- How are these duties assigned?
- What procedures govern the handling of these duties?
- In what ways has he or she served the community?
- In what ways has he or she assisted in orienting new teachers?

You may wish to meet with a group of two or more peers in your own service area. During this meeting, you could conduct a brainstorming session to generate a list of ways in which teachers in your vocational service area could use their expertise to serve the community.

The following items check your comprehension of the material in the information sheet, Serving the School and Community, pp. 6–9. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain how the service you provide to the school and community ultimately benefits your students.

2. Assume you have signed a contract to start teaching in a particular school. Try to imagine how you would feel in that new situation. In terms of **your** individual needs and experience, what could the veteran teachers in that school do to help you adjust to this new situation?

3. If you are new to a particular school, how can you make sure that members of the community know that you are willing to serve the community in your area of expertise?

4. Drawing on your educational experiences to date, consider the opportunities for providing service (i.e., accepting responsibility for noninstructional duties) in two different settings: (1) a school which is highly structured and traditional, and (2) a school which is more loosely structured and in which students are given more responsibility for their education. How would the opportunities for service in these two settings differ?

5. Assume you are teaching in a school in which all noninstructional duties except homeroom are assigned on a voluntary basis. What duties would you consider volunteering for? Justify your response.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. If you as a teacher define your professional responsibilities to include service to the school and community, students benefit in a variety of ways. Working on community projects can increase your occupational skills, improve school-community relations, and help you to understand more fully the community in which you are working. For example, by assisting a little theatre group in building sets for a play you could gain experience which you could draw on to help students in building sets for a school play. While working with the little theatre group, you could also have opportunities to explain the vocational program or promote an upcoming vocational event. If this promotion results in increased community support of the program (e.g., approving a bond issue) or of an event (e.g., candy sale), students benefit.

   Working with students in extracurricular activities as advisor, sponsor, or chaperone can increase your awareness of students' needs, interests, and abilities. In addition, by being willing to sponsor these activities, you are providing opportunities for students to be involved in additional learning and leadership experiences.

   Taking the time to orient new teachers to your school can help ensure that these teachers become confident, competent, organized members of the teaching staff—with obvious benefits to the students.

   Finally, participating in projects involving teams of persons from the school and the community (e.g., a school evaluation) can result in the identification and solution of school-related problems, thus providing an improved learning environment for students.

2. Although this question asks you to consider your own **personal** needs as a new teacher, there are some general requirements you could have touched on. As a new teacher you would probably feel insecure in this setting, and would appreciate gestures of friendship from other teachers: being introduced to other faculty, being included in conversations, having someone show you around the building or make an effort to see that you get to a teachers' meeting, and in general being made to feel a part of the team.

   In addition, although your administrator may provide you with a thorough definition of school rules and procedures, most organizations depend heavily on **unwritten** policies. Therefore, it would be very helpful if an experienced teacher took the time to explain that, for example, you could get your tests typed and duplicated by students in the business and office program.

   An experienced teacher can also assist you by being available and willing to answer your questions related to instruction, policies, and problems that arise in the course of your duties. Finally, if you are interested in being involved in community projects, veteran teachers can probably be of great help in informing you as to opportunities for service. Again, based on your own experiences and needs, your answer to this question may vary.

3. As briefly mentioned in the second model answer, one way to locate opportunities for service in the community is to discuss available options with other, more experienced teachers in the school. Administrators, guidance personnel, and vocational supervisors may also have suggestions. By discussing your interest in serving the community with these other staff members, you can get ideas as to possible opportunities for service. In addition, if at a later time someone in the community contacts one of these persons with a request for assistance that relates to your area, they will know you are willing to have that request passed on to you.

   Getting involved in community organizations yourself opens up another avenue for locating ways to provide service. For example, if you decide to join the Kiwanis Club, your involvement in that club may make you aware of needs in that club or in the community that you could be of assistance in meeting.

4. In a school which is highly **structured** and **traditional**, you would probably find more strictly defined procedures and policies that both you and your students are expected to follow. For example, school rules might spell out in detail how students are expected to behave during study hall, and how the teacher supervising the study hall is to handle various disciplinary problems that could arise. Your assignments to noninstructional and extracurricular activities would no doubt be straightforward and clear-cut.

   For example, you might not have a real choice about whether to be a class advisor or a chaperone, and your responsibilities in fulfilling these duties would probably be predetermined by school policy. As an advisor to a student organization or a supervisor of various student activities in a traditional school, you would probably be expected to put in more supervisory time, take more responsibility for seeing that things run smoothly.

   In other words, although you will have options for service in a traditional school setting, these options will be available within the existing framework, a framework you may not have had much to do with developing.

   In a **post-secondary** institution or more **loosely structured secondary** school setting, on the other hand, you could expect more flexibility in procedures, policies, and assignments. Because students are expected to take more responsibility for their own learning and conduct, your role would be more advisory than supervisory, and you and your students would have fewer set guidelines for handling various responsibilities (or problems that might arise). You might also have more options for initiating extracurricular activities and/or mini-courses in a school with flexible scheduling.

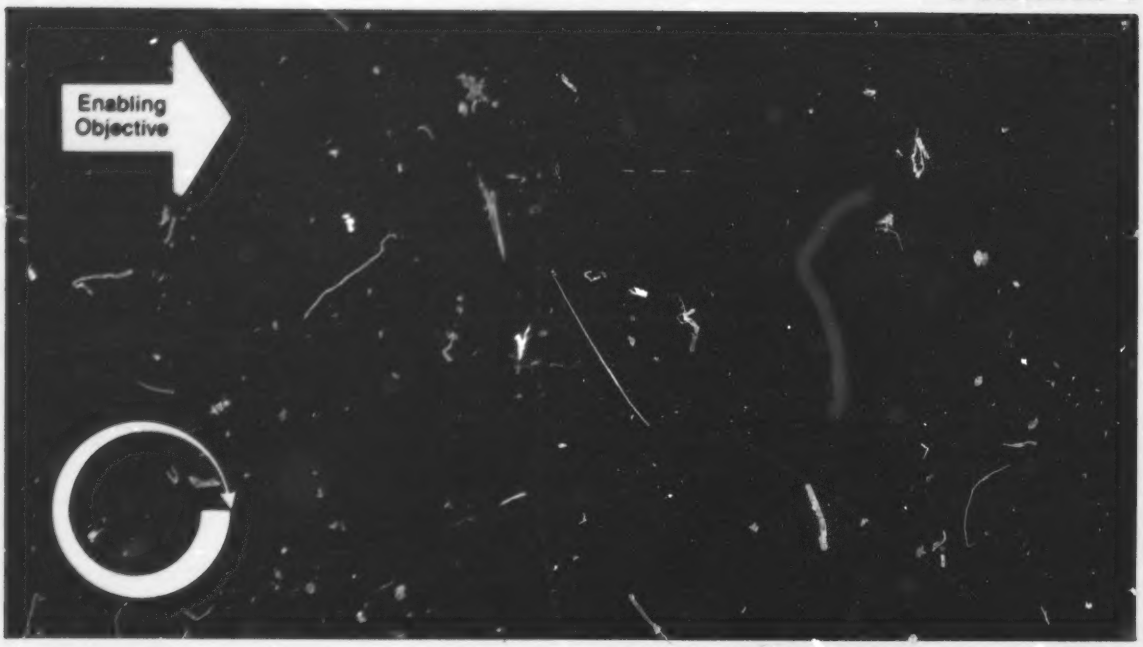
   Thus, the more loosely structured school would probably give you broader decision-making powers in determining ways to serve the school, and how to do so. For this reason, you would need to be careful to take your fair share of responsibility for noninstructional duties—in other words, to refrain from allowing this freedom to lower your sense of professional responsibility.

5. There is no model answer for this item; however, you should have identified a number and variety of duties you could assume. If you have a great number of duties listed, then perhaps you need to reconsider how much one teacher can be reasonably expected to do. If you have listed only one or two options, you probably have not considered what it means to do your fair share or how your particular skills can be used in noninstructional areas.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the Model Answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Serving the School and Community, pp. 6–9, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



The following Case Study describes how Mr. Nicolosi, a building trades instructor, carried out his noninstructional professional responsibilities. Read the situation decribed and **write a critique** of Mr. Nicolosi's performance which (1) points out instances in which the teacher fulfilled his professional responsibilities, (2) points out instances in which the teacher failed to serve the school and community, and (3) explains why the teacher should have taken different action under these circumstances.

CASE STUDY

Ralph Nicolosi stopped by the teachers' lounge to leave the two pounds of coffee he'd brought (he was next on the coffee list), then went to his homeroom. He was in the process of taking attendance when Mike Newcome came to the door with an empty paper carton from the duplication machine in his hand and a bewildered look on his face.

Mr. Hamilton had brought Mike by Ralph's room the first day of school during new teacher orientation and asked him to take Mike under his wing during his first year of teaching. Ralph had done so enthusiastically. He remembered how hard it had been for him to learn the ropes his first year, how many mistakes he'd made because no one had taught him the shortcuts and how things were **really** done at the school.

Mike explained that he'd run out of paper halfway through duplicating the tests for his first class, couldn't find any more paper, and thought the machine was acting up. Ralph told him where the paper was kept, then suggested he ask Mr. Handy, the business and office teacher, about the machine. When Mike indicated he didn't know who Mr. Handy was or where to find him, Ralph offered to go with Mike to get the paper and look at the machine. Mike was concerned about taking Ralph away from his homeroom, but Ralph explained that it was no problem; it was just homeroom and he was glad to get out of it. He assigned a student who was standing near the front of the room to finish taking attendance, and went off with Mike.

On the way to his first class, Ralph ran into Mr. Hamilton who reminded him about the Teen Center planning meeting to be held at four that afternoon. Ralph was looking forward to that meeting, and the whole project. One of the community service clubs was promoting a Teen Center, and had asked Mr. Hamilton to get a couple of vocational teachers to serve as a committee to help them plan the facility. This was right up his alley; he was really excited about some ideas he had for an open design. He was thinking about getting some of his students involved, maybe as an extra credit project. This was also the kind of project Mike could contribute a lot to. He'd be able to talk to him about it at lunch since they were on cafeteria duty together.

While his class was taking their test, Ralph thought some more about his ideas for the Teen Center, then browsed through the weekly teacher's bulletin. There wasn't anything really important in it, just the usual dozen or two extra teacher activities, committees, projects, etc. Ralph wished teachers would just be allowed to teach as they were hired to do. He didn't mind helping out with the Teen Center. That was his field; both he and his students could get a lot out of the experience, not to mention the good it would do for the community. But he was sick and tired of being asked to take on duties that took time and energy away from his teaching responsibilities.

He'd had a terrible time talking Mr. Hamilton out of that work with the student council. Mr. Hamilton and the student council advisor had wanted Ralph's vocational organization to put on a parliamentary procedure training program for the new members, but Ralph had managed to convince them that Ms. Field should be asked to supervise this since she always trained a parliamentary procedure team about this time every year. Working with his own youth club was one thing; supervising kids who weren't even in vocational education was something else.

He noticed that the principal's column in the bulletin was devoted to preliminary plans for the upcoming evaluation of the school's vocational education programs. He was suggesting that each vocational teacher contact one advisory committee member to serve on the self-evaluation team, along with a student representative from each vocational program.

There it was again, Ralph complained to himself. He could see the point of evaluating the program. He wouldn't mind being asked for his input; there were some problems he personally would like to see aired and solved (particularly the number of nonvocational noninstructional responsibilities heaped on vocational teachers!). But he simply didn't have **time** for all those meetings and for writing up reports and the rest of the problems that

went along with serving on a team like that. Let the administration do the formal work, ask him for his suggestions, and then leave him alone to concentrate on the business of teaching.

The rest of the morning went smoothly. Ralph was on his way to his cafeteria duty when one of his brighter students came up and asked if he could discuss a problem he'd encountered with his individual project. Ralph, who was always willing to take time to help his students, took the student into his office for a conference.

After classes that day, Ralph stopped by the teachers' lounge for a cup of coffee before the Teen Center planning meeting. Mike Newcome was just finishing a cup of coffee, and popping the last bite of a donut in his mouth. He indicated that he'd encountered a problem on cafeteria duty which had taken him into his own lunch hour, so he hadn't had time to eat. He said he hadn't been sure **what** he was supposed to do in that particular situation. Ralph commiserated with Mike about what a drag cafeteria duty was, then told him about the Teen Center and persuaded him to come along to the planning meeting. Mike was eager to help, and the two went off having an animated discussion about the open design concept. . . .

NOTES

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Nicolosi apparently is an enthusiastic, motivated teacher who takes his professional responsibilities seriously. Unfortunately, his definition of those responsibilities is much too limited.

A case in point is his handling of his responsibility in orienting Mike Newcome to the school. He accepted this task readily, and seemed willing to spend time with the new teacher. But his definition of easing Mike's first year of teaching involved teaching him "shortcuts" and ways to get around the system. Thus, his orientation was evidently not very thorough and organized—Mike apparently was not given a tour of the facilities or introduced to other faculty and staff, or he would have known where the paper supplies were kept, who Mr. Handy was, and where to find him.

By the same token, instead of clarifying school policies and regulations for Mike and then following those policies himself, he sets a very poor example in his handling of noninstructional activities such as homeroom and cafeteria duty. He sees such duties as annoying infringements on his professional time, rather than as part of his professional responsibility to maintain a smooth-running, organized school operation. Thus, he leaves his homeroom unattended, entrusts attendance-taking to the first student he sees, and completely neglects his cafeteria duty.

His willingness to help his student with a class project is commendable, but the new teacher should not have been left to handle the cafeteria duty alone. In an emergency, Mr. Nicolosi could have found someone to cover his assignment, but this was not an emergency. Mike clearly did not know what was expected of him. Instead of asking him **what** problem had been encountered, and then explaining school policy in this situation, Mr. Nicolosi reinforces the idea that noninstructional duties are unimportant, unrelated to the teaching role, and to be avoided if at all possible.

This negative attitude shows up again in his reluctance to work with a nonvocational student organization. In this case, he fails to recognize the possibilities for providing a valuable leadership experience for his student vocational organization members, increasing understanding between vocational and nonvocational students, and assisting a fellow teacher (the student council advisor) in performing an important function. Instead, he heaped more work on another teacher, Ms. Field, and once again failed to take on his fair share of the school's non-classroom activities.

Mr. Nicolosi's limited definition of his professional responsibilities is perhaps best revealed in his attitude toward working with the self-evaluation team for the vocational program. He says he recognizes the importance of program evaluation, yet he treats this task as just one more noninstructional duty to be avoided. He misses the point of having the faculty, administration, students, and advisory committee work together, and the possible benefits to the classroom instruction he is constantly saying is his primary concern.

As mentioned earlier, however, Mr. Nicolosi **does** care about his students and his instructional activities. He throws himself wholeheartedly into planning the Teen Center, showing concern for the benefits to (1) his students' learning, (2) his own professional development, and (3) the community as a whole. In addition, he involved a fellow teacher in this school-community activity, thus providing an opportunity for Mike to serve community needs while developing his professional expertise.

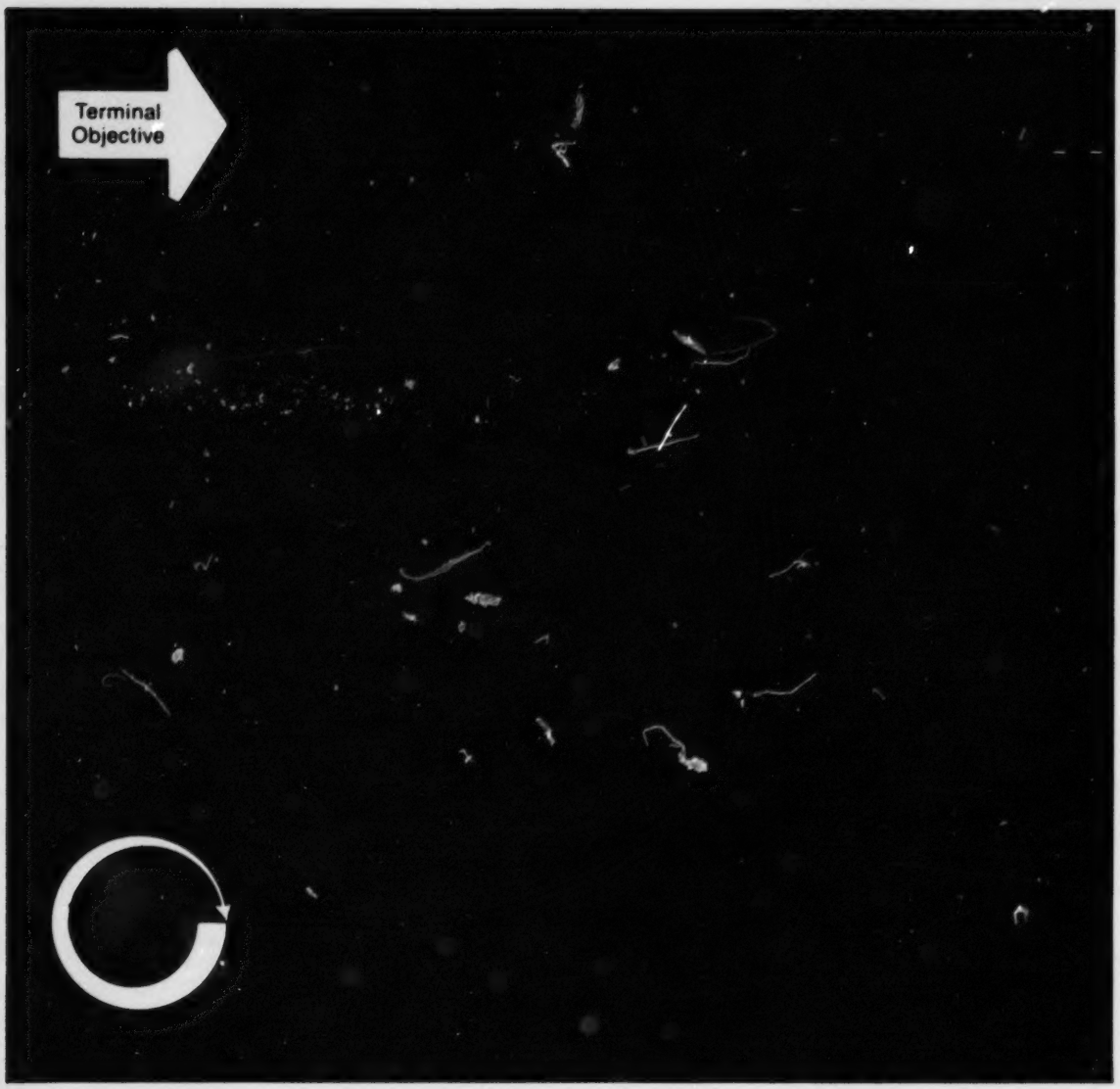
All in all, although Mr. Nicolosi's attitude and performance is highly professional as regards his instructional activities and occupational area, his attitude toward and handling of noninstructional and extracurricular responsibilities leaves much to be desired.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Serving the School and Community, pp. 6–9, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Serve the School and Community (I–4)

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In assisting a new teacher, the teacher:						
1. provided a tour of the school	☐	☐	☐	☐		
2. explained school policies	☐	☐	☐	☐		
3. introduced the new teacher to faculty and staff	☐	☐	☐	☐		
4. answered questions about school routines and activities	☐	☐	☐	☐		
In fulfilling noninstructional school responsibilities, the teacher:						
5. identified the school policies governing these duties	☐	☐	☐	☐		
6. followed school policies	☐	☐	☐	☐		
7. followed safety and security procedures	☐	☐	☐	☐		
8. assumed a fair share of the responsibility	☐	☐	☐	☐		
In working with a team from the school or community, the teacher:						
9. accepted the responsibility of working on a team willingly	☐	☐	☐	☐		
10. assisted in identifying problems to be considered by the team	☐	☐	☐	☐		
11. assisted in developing possible solutions to the problems identified by the team	☐	☐	☐	☐		
12. assisted in preparing a team report	☐	☐	☐	☐		
In contributing to a community activity, the teacher:						
13. offered skills and knowledge willingly	☐	☐	☐	☐		
14. served as a motivator of the community activity	☐	☐	☐	☐		
15. got colleagues involved in the project	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
In assisting with nonvocational student organization activities, the teacher:						
16. provided guidance in planning activities.	☐	☐	☐	☐		
17. supervised the activities	☐	☐	☐	☐		
18. maintained communication between the organization and the school administration	☐	☐	☐	☐		
19. assumed a fair share of the responsibility	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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